

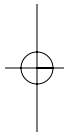
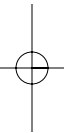
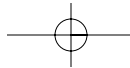
*Utah Core*  
*Criterion-Referenced Test*  
**Test Administration Manual**

*Secondary Mathematics*

Math 7  
Pre-Algebra  
Elementary Algebra  
Geometry  
Applied Math I  
Applied Math II

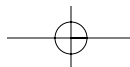
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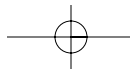
*U-PASS*  
Utah Performance Assessment System for Students



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# TEST ADMINISTRATION MANUAL

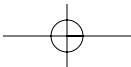
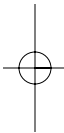
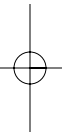
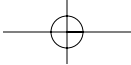
## Administering the Elementary Criterion-Referenced Tests

The Utah State Office of Education

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**WHAT'S NEW FOR SPRING 2006**

In preparation for this spring's test administration, there are a few changes that have been added to this *Test Administration Manual*.

- Students are now instructed to write their names on the front cover of the test books.
- Testing staff must now write and grid the student test Form Number—that appears on the front cover of the test book—on each student's answer sheet.
- At the conclusion of each test session, students are directed to insert their answer sheets inside their test books.

## OVERVIEW OF THE CRITERION-REFERENCED TESTS

### INTRODUCTION

The Core Criterion-Referenced Tests (CRTs) were developed from the Utah Core Curriculum for each content area. The test questions were written by Utah teachers and reviewed and edited by district content specialists; university representatives; members of the community; Utah State Office of Education (USOE) specialists in the Assessment and Accountability, Curriculum, and Students at Risk Sections; and contracted curriculum and assessment experts.

### OVERVIEW OF THE TESTING SCHEDULE

CRTs are **not** timed. Every student should be provided sufficient opportunity to complete the test. You will also need to schedule testing for any students who require test adaptations that cannot be accommodated during the regular testing sessions.

The test should **not** be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium.

Circumstances over which you have no control (i.e., fire drills, power failures) may interrupt testing. If the interruption occurs during any testing session, instruct students to close their test booklets. When normal conditions are restored, resume testing. Interruptions should not reduce the total amount of time students are given to complete the session.

### SCHEDULING MAKE-UP TESTING AND TEST COMPLETION SESSIONS

Make-up sessions do not have to be administered in the students' regular classrooms; students may be tested by a guidance counselor or another teacher assigned to monitor make-up testing. Test completion sessions may include students working on different sections of the test.

### TEST SECURITY

**CRTs are highly secure materials and should be treated as such.** This means that tests should be handled only by qualified personnel, that a system of test accounting should be in place to ensure that booklets are distributed and collected in a systematic and secure fashion, and that all test booklets are accounted for at the conclusion of testing. You are responsible for returning all **used and unused** secure test materials from each of your classes to your school's testing coordinator(s).

It is extremely important that all staff members involved in the distribution and administration of these tests follow the directions for administration very carefully. At the conclusion of testing, **all testing materials** (including this *Test Administration Manual*) must be returned to your school's testing coordinator(s).

## Utah Elementary Mathematics Test Administration Manual

### TESTING ETHICS

**Under no circumstances should actual questions from these tests be taught to or reviewed with students. Copying the test is not permitted.** Such practices violate test security and are professionally unethical. According to state law, evidence of these illegal activities can result in the loss of teacher licensure.

For further information regarding testing ethics and test security, see the Utah State Board of Education Rule R27-473 at the following website: [www.rules.utah.gov/publicat/code/r277/r277-473.htm](http://www.rules.utah.gov/publicat/code/r277/r277-473.htm).

### ASSESSMENT ACCOMMODATIONS

All Utah students are to participate in the Utah Performance Assessment System for Students (U-PASS), including administration of the CRTs. To meet students' special needs, assessment adaptations (accommodations and modifications) are allowed in specific situations in order to enable students to better demonstrate their knowledge.

To obtain detailed information about the official state policy for assessment accommodations and modifications, examine the state document entitled *Requirements for Participation of Students with Special Needs in the Utah Performance Assessment System for Students (U-PASS)*. This document is available at the USOE website ([www.schools.utah.gov/eval](http://www.schools.utah.gov/eval)).

### STUDENTS WITH DISABILITIES

Decisions regarding adaptations (accommodations and modifications) must be made by the IEP team and documented in the student's file. Individual teachers may not make decisions regarding assessment accommodations at the time of test administration. These decisions must be made in advance by the IEP team.

### LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

The federal NCLB Act and state U-PASS legislation and policy determine which LEP students take which CRT. Decisions regarding accommodations **may not** be made by an individual teacher at the time of test administration. These decisions must be made by the teacher **and** the alternative language services (ALS) specialist and/or the school principal. The pertinent guidance related to these policies is summarized below.

Years in U.S.*/Proficiency Level	ELA	Math	Science
Less than 1 year/All ELL students	no	yes	no
1 year to 3 years/Proficiency B, P, E	yes	yes	no
3+ years/Proficiency B, P, E	yes	yes	yes
1+ years/Proficiency I, A, F	yes	yes	yes

\*See page 3 for further guidance.



## MARKING THE SPECIAL CODES BOX ON THE ANSWER SHEET

In most cases, this box **will not** be marked at all. If it is marked, only one circle should be filled in.

### Basic Rules

- The special codes box is marked only for a small percentage of students.
- A blank pre-printed answer sheet will be interpreted as “not participating” in terms of accountability, unless a reason is marked in the special codes box.
- **All** answer sheets should be returned to the USOE for scoring, reporting and accountability.

### Mark the special codes box on the answer sheet only if a student:

- Did not mark any answers even though there were efforts to encourage participation in the assessment (mark reason in non-standard participation section).
- Participated in a non-standard administration of the test (mark reason in non-standard participation section).
- Did not participate in the assessment (mark reason in non-participation section).

### For non-standard participation mark:

- “Attempted” if the student did not mark any answers even though he/she was given an opportunity to take the test and encouraged to respond.
- “Accommodated” if test accommodations were used.
- “ELL First Year in U.S. Before April 15” if the student is enrolled as ELL first year in U.S. prior to April 15 of the current school year. See page 2, “LEP Students” for further details.
- “Modified” if a modified assessment was administered.
- “UT Alternate Assessment” if the student participated in the Utah Alternate Assessment (UAA) instead of the standard Core CRT.

### For non-participation mark:

- “Absent” if the student was not present during any part of the test administration period.
- “Excused” if there were special circumstances such as an emergency, or if the student was suffering extreme distress due to a medical or psychological crisis.
- “ELL First Year in U.S. April 15 or later” if the student is enrolled as ELL first year in U.S. April 15 or later of the current school year. See page 2, “LEP Students” for further details.
- “Unknown student” if the answer sheet was pre-printed for a student who cannot be identified as ever having been enrolled in your school.
- “Withdrawn from school” if the student is no longer enrolled in your school.

To obtain detailed information about the official state policy for assessment accommodations, modifications, and excusals, examine the state document entitled *Requirements for Participation of Students with Special Needs in the Utah Performance Assessment System for Students (U-PASS)*. This document is available at the USOE website ( [www.schools.utah.gov/eval](http://www.schools.utah.gov/eval)).

## Utah Elementary Mathematics Test Administration Manual

**CHECKLIST FOR TEST ADMINISTRATORS****BEFORE TESTING:**

- \_\_\_\_\_ Notify students and parents about testing.
- \_\_\_\_\_ Become thoroughly familiar with this manual.
- \_\_\_\_\_ Receive materials from your school's testing coordinator(s) and take an inventory to ensure you have the appropriate materials. Needed materials are:
  - \_\_\_\_\_ supply of sharpened #2 pencils with erasers (students may **not** use pens, colored pencils, crayons, or markers)
  - \_\_\_\_\_ class set of test booklets
  - \_\_\_\_\_ pre-printed labels for each student on your roster
  - \_\_\_\_\_ several blank test booklets for new students
  - \_\_\_\_\_ a calculator for each student (TI 86 or lower)
  - \_\_\_\_\_ scratch paper for each student (graph paper may be used)
  - \_\_\_\_\_ an extra test booklet and answer sheet for demonstration purposes
  - \_\_\_\_\_ a "TESTING, DO NOT DISTURB" sign for the door
  - \_\_\_\_\_ any additional supplies or materials specified for your specific subject area test (obtain reference sheets from [www.schools.utah.gov/eval](http://www.schools.utah.gov/eval).)
- \_\_\_\_\_ Meet with your school's testing coordinator(s) to review testing procedures and clarify any questions.
- \_\_\_\_\_ Review assessment accommodation and modification guidelines and make arrangements for students who qualify.
- \_\_\_\_\_ Schedule a brief amount of time (approximately 5–10 minutes) to assist those students who do not have a pre-printed test booklet in completing the demographic information on their blank test booklet. This information must be completed prior to the start of Session One.
- \_\_\_\_\_ Place a "TESTING, DO NOT DISTURB" sign on the door to the classroom and work to minimize interruptions and distractions.

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**DURING TESTING:**

- \_\_\_\_\_ Encourage students to have a book available to read in case they finish the test before the rest of the class.
- \_\_\_\_\_ Walk around the room to be sure that all students are working on the test and that students understand how to fill in the spaces on their answer sheets. **Note:** *Please make certain that students grid the **Form Number** found on the front cover of their test book directly onto their answer sheet.*
- \_\_\_\_\_ Keep communication between you and the students to a minimum.
- \_\_\_\_\_ Supply students with new pencils as needed.
- \_\_\_\_\_ Let students know that it is okay if they do not know a specific answer.
- \_\_\_\_\_ Maintain and oversee the security of all test materials.

**AFTER TESTING:**

- \_\_\_\_\_ Arrange make-up and test completion sessions for students who miss all or part of the test.
- \_\_\_\_\_ Check to see that the student answer booklets are complete and correctly marked (i.e., demographic section is complete, pencil was used instead of pen).
- \_\_\_\_\_ Make certain that the Form Number is correctly gridded on every answer sheet.
- \_\_\_\_\_ Separate test materials as described below:
  - \_\_\_\_\_ used answer sheets
  - \_\_\_\_\_ used (damaged, voided, or non-routine) answer sheets
  - \_\_\_\_\_ unused answer sheets
  - \_\_\_\_\_ test booklets (used and unused)
  - \_\_\_\_\_ this *Test Administration Manual*
- \_\_\_\_\_ Complete the special codes box on the test booklet for students who meet the specified criteria. Refer to page 4 for instructions on marking the special codes box.
- \_\_\_\_\_ Organize and return **all used and unused** secure test materials to your school's testing coordinator(s).

## Utah Elementary Mathematics Test Administration Manual

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### PILOT QUESTIONS

Some questions on this test are being piloted (field-tested). These questions will not count toward the student's test score. The purpose of field-testing is to determine the characteristics and value of each question. This information influences decisions about including these questions in future tests.

To maintain the student's incentive to perform well, pilot questions are not distinguished from other test questions. This is an important factor in obtaining accurate data on these questions. Overall, it is imperative that teachers encourage their students to take all test questions seriously.

### QUESTIONS

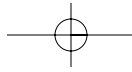
For questions concerning the information presented in this manual, refer to the Frequently Asked Questions (FAQ) section of the USOE Assessment and Accountability website ([www.schools.utah.gov/eval](http://www.schools.utah.gov/eval)).

# Detailed Directions for Test Administration

## *Secondary Mathematics*

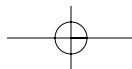
Math 7  
Pre-Algebra  
Elementary Algebra  
Geometry  
Applied Math I  
Applied Math II

2006



## Utah Elementary Mathematics Test Administration Manual

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## INTRODUCTION

### OVERVIEW

This section of the *Test Administration Manual* provides detailed directions for administering the 2006 Secondary Mathematics Core Criterion-Referenced Test (CRT) for students in grade 1. Students will respond to multiple-choice questions from the Elementary Mathematics Core Curriculum.

The test questions were written by Utah teachers and reviewed and edited by district mathematics specialists; university representatives; Utah State Office of Education (USOE) specialists and the Assessment and Accountability Curriculum, Students at Risk sections; and contracted curriculum and assessment specialists.

### OVERVIEW OF THE TESTING SCHEDULE

This testing schedule is designed to allow students to work at their own pace while utilizing effective test-taking practices.

The test is divided into three sections that are separated by this “Stop” sign: 

The test sections must be taken in the order presented in the student’s test booklets. Under no circumstances should students be allowed to work on items in a section of the test they have previously completed.

The test should be administered in two different sessions, **each occurring on a different school day**. A completion session should be scheduled for students who have not completed the test by the end of the second session.

Total test administration time during your school’s testing window must allow for the following student activities:

Test Session	Activity	Time of Administration
Prep	Completion of student information portion of test booklets (for new students only)	Approximately 5–10 minutes
Session 1	Multiple-choice questions	Approximately 45 minutes
Session 2	Multiple-choice questions	Approximately 45 minutes
Session 3	Multiple-choice questions	Approximately 45 minutes
Completion Session	Test administrators may determine if an additional session is needed.	As needed

**Utah Elementary Mathematics Test Administration Manual****DIRECTIONS FOR TEST ADMINISTRATION****INSTRUCTIONS FOR THE COMPLETION OF THE ANSWER SHEET****New! Instructions to Grid Form Number**

**All students will need to grid the Form Number printed on the front cover of their test booklet in the space provided on their answer sheet.**

Students who were registered in advance for the test should have an answer sheet with their name and demographic information pre-printed on it. If any of your students do not have pre-printed answer sheets, use these instructions to complete the demographic portion of the blank (not pre-printed) answer sheets.

Schedule approximately 5–10 minutes before the first testing session to complete the blank answer sheets. Draw a rough representation on the board of the boxes that students are to complete. Provide specific examples of how each student should enter his or her name, student number, Form Number, gender, and other information.

Since most students in your classroom should have a pre-printed answer document, encourage these students to read a book or sit quietly while the other students are filling in their demographic information on the answer sheets.

Make certain students use a #2 pencil to complete the demographic and Form Number information on the answer sheet.

**IMPORTANT**

All directions following the word “SAY” are to be read aloud to students.

**SAY:** *Be sure that your pencil is a #2 pencil. If you do not have a #2 pencil, please raise your hand. You may not use a pen.*

Make sure each student has a #2 pencil. Distribute an answer sheet to each student.

**SAY:** *On the front cover of your test booklet, locate the Form Number of your test. Notice that the Form Number is made up of two parts: a number and a letter. When you have located the Form Number, raise your hand.*

Demonstrate the location of the Form Number by holding a test booklet up and pointing to the Form Number on the cover (lower right-hand side of the test book). Walk over to any student whose hand is not raised and assist him/her in locating the Form Number information on the front cover of the test book.



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**SAY:** *You will now complete the Form Number section on the answer sheet. Locate the side of your answer document that contains the pre-printed demographic information. Find the section that is titled “Form Number.” Write the number and letter of your Form Number in the space provided. Raise your hand if you need assistance.*

Provide a specific example on the board. You may explain to the students that the number corresponds to the grade level of the test, while each letter represents a different version of the test. This information must be gridded properly to ensure their tests are scored accurately. Move around the room and check to make certain students are completing this information correctly.

**SAY:** *Now darken the circles below the boxes that match the number and letter you have written.*

**If every student has a pre-printed answer sheet, please turn to page 13. Otherwise continue with the following instructions.**

**SAY:** *You will now complete the demographic information section on the answer sheet. It is very important that you complete all of the information carefully and correctly. Listen carefully and follow the instructions exactly as I give them. If at any time you are not ready to continue with the next step, please raise your hand.*

PAUSE.

**SAY:** *Turn the answer sheet sideways so that the lines labeled “Last Name,” “First Name,” and “M” are at the top of the page. Carefully print your last name, first name, and middle initial in the boxes provided. Fill in the corresponding circle for each letter of your name.*

PAUSE while students write.

Provide a specific example on the board. There may be a few students whose last names are too long for the space provided. In that case, only the first eleven letters should be provided. Similarly, only nine letters of the first name are to be entered. The last column is reserved for the middle initial. Students should not enter apostrophe marks or hyphens.

Move around the room and check all students' answer sheets before you go on. It is your responsibility to verify that students in your class correctly encode their names and all other demographic information.

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**SAY:** *Look at the section labeled “Student Number.” Please copy your student number into the boxes. If you are unsure of your student number, I can provide it to you. Enter only one number per box. Make sure you copy it correctly.*

If the student numbers used in your district have fewer than ten digits, please use zeros to fill in the left-hand columns (for example, 0001234567).

**SAY:** *Now darken the circles below the boxes that match the numbers you have written.*

PAUSE.

**SAY:** *Find the section that is labeled “Gender.” Darken the appropriate circle.*

PAUSE.

**SAY:** *Now, look at the section labeled “Date of Birth.” In the column labeled “Month,” fill in the circle next to the month in which you were born.*

PAUSE.

**SAY:** *The next column is labeled “Day.” In the empty boxes, write the day of the month on which you were born. Put one number in each box. If your birthday is between the first and the ninth of the month, you should write a zero in the first box and the correct number in the second box. Then, fill in the circles that match these numbers.*

PAUSE.

**SAY:** *Look at the next column, labeled “Year.” Fill in the circle next to the nineteen. Then write the year in which you were born in the empty boxes and fill in the correct circle in each column.*

PAUSE.

**SAY:** *Now find the section labeled “Race/Ethnicity.” Fill in the circle beside the term that best describes you.*

PAUSE.

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**Utah Elementary Mathematics Test Administration Manual**

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**SAY:** *Now find the section labeled “Grade.” Darken the circle that corresponds to your grade.*

PAUSE.

**SAY:** *This completes the demographic section of the answer sheet.*

If you will be continuing with the test immediately, please continue with the directions on page 13.

If you will be administering the test at another time, collect the student answer sheets. After you have collected the answer sheets, follow the security procedures in effect for your building until the testing materials are needed again.

**Remember that each individual in possession of test materials at any time will be held accountable for the security of his or her test inventory.**

**Utah Elementary Mathematics Test Administration Manual****TEST ADMINISTRATION: SESSION ONE**

Prior to the beginning of Session One, be sure all student desks or tables are cleared of all non-testing materials. See that each student has a sharpened #2 pencil, an eraser, a calculator, scratch paper, and any additional supplies or materials specified for your specific subject area test (see page 4 for a list of supplies).

**IMPORTANT**

All directions following the word “SAY” are to be read aloud to students.

**SAY:** Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may NOT use a pen.

Distribute the test booklets to the students.

**SAY:** Look at the test booklet and answer sheet I have just given you. Make sure the answer sheet has your name on it. If you do not have a test booklet and your correct answer sheet with your Form Number, please raise your hand.

Once students have their materials, read the following overview of the test and general instructions.

**SAY:** Today you will be taking the Utah Secondary Mathematics Core Criterion-Referenced Test. This test is divided into two sections of multiple-choice questions. We have scheduled 45 minutes to complete each section. If you finish early, please sit quietly or read a book. If you need additional time, let me know at the end of the session, and more time will be provided.

You will receive a report showing how you performed on this test, so I encourage you to try your best to show what you know about mathematics.

You may use a calculator on this test.

You may use scratch paper to do your computations. DO NOT write in the test booklet.

If you need a new pencil during testing, raise your hand and I will bring one to you.

Be sure to answer each question.

**SAY:** Do not mark your answers in the test booklet. Mark your answers on the answer sheet.

When you have found the answer to a question, fill in the correct circle on your answer sheet. Mark only one answer for each question.

Look at the front cover of the answer sheet. Read the “Important Directions for Marking Answers” section to yourself as I read it aloud. “Use a #2 black lead pencil only. Make heavy black marks that fill the circle completely. Erase clearly any answer you wish to change. Make no stray marks on this answer sheet. Do not mark in the USOE box, unless requested.”

Are there any questions about how or where to mark your answers on the answer sheet?

Answer any procedural questions the students ask.

**SAY:** Open your test booklet to page 1. Read the general directions to yourself while I read them aloud.

“This test booklet has three sections of multiple-choice questions. After you finish each section, stop and check your work in that section only. Do not continue on to another section until you are told to do so.

“Read each question carefully. Choose the best answer from the four answer choices. (If you are not sure about the answer, please make the best guess you can.) After you choose an answer, fill in the circle that matches your choice for that question on your answer sheet.

“Mark only one answer for each question. No credit will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one. DO NOT make any stray marks on your answer sheet.

“If you do not know the answer to a question, continue on to the following questions and return to the unanswered question later. (Please attempt to answer all questions on this test.) If you skip a question, make sure that you leave the answer circle for that question blank on your answer sheet.

“You may use a calculator on this test. You will have a reference sheet to help you answer questions. You may do your work on scratch paper. Please make sure you have marked your answer on the answer sheet.

“If you finish early, you may go back within the section on which you are working and check your work.”

Are there any questions?

## Utah Elementary Mathematics Test Administration Manual

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Answer any procedural questions the students ask.

**SAY:** Now turn to page 2. Read the directions, as I read them aloud.

**“Choose the best answer for each multiple-choice question. Then mark your choice on your answer sheet. You may use a calculator to answer the questions.”**

**You may now begin Section 1 of the test.**

When the students begin working, walk around the room to make sure that they are answering all of the questions.

If your students seem to be looking to others for answers, remind them that they must work alone.

At the end of the testing session, give the following directions:

**SAY:** This concludes Section 1 of the Utah Secondary Mathematics Core Criterion-Referenced Test. We will complete Section 2 at another time. If you need additional time to complete this section, please tell me now. Place your answer document inside the front cover of your test booklet. Wait quietly in your seat while the tests are being collected.

Collect the test booklets and answer sheets. Verify that all booklets and other materials have been collected. Keep all test materials in a secure location until Section 2 is administered.

## TEST ADMINISTRATION: SESSION TWO

Prior to beginning Section Two, be sure all student desks or tables are cleared of all non-testing materials. See that each student has a sharpened #2 pencil, an eraser, a calculator, scratch paper, and any additional supplies or materials specified for your specific subject area test (see page 4 for a list of supplies).

### IMPORTANT

All directions following the word “SAY” are to be read aloud to students.

**SAY:** Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen.

Distribute the test booklets and answer sheets to the students.

**SAY:** Look at the test booklet and answer sheet I have just given you. Make sure the answer sheet has your name on it. Make certain the Form Number printed on the front cover of your test booklet matches the Form Number gridded on your answer sheet. If you do not have a test booklet or your correct answer sheet, please raise your hand.

Once students have their own materials, read the following overview of the test and general instructions.

**SAY:** Today you will be taking Section 2 of the Utah Secondary Mathematics Core Criterion-Referenced Test. This test is divided into three sections of multiple-choice questions. We have scheduled 45 minutes to complete each section. If you finish early, please sit quietly or read a book. If you need additional time, let me know at the end of the session, and more time will be provided.

You will receive a report showing how you performed on this test, so I encourage you to try your best to show what you know about mathematics.

You may use a calculator on this test.

You may use scratch paper to do your computations. DO NOT write in the test booklet.

If you need a new pencil during testing, raise your hand and I will bring one to you.

**Utah Elementary Mathematics Test Administration Manual**

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**SAY:** When you have found the answer to a question, fill in the correct circle on your answer sheet. Mark only one answer for each question.

Look at the front cover of the answer sheet. Read the “Important Directions for Marking Answers” section to yourself as I read it aloud. “Use a #2 black lead pencil only. Make heavy black marks that fill the circle completely. Erase clearly any answer you wish to change. Make no stray marks on this answer sheet. Do not mark in the USOE box, unless requested.”

Are there any questions about how or where to mark your answers on the answer sheet?

Answer any procedural questions the students may ask.

**SAY:** Open your test booklet to page 1. Read the general directions to yourself while I read them aloud.

“This test booklet has three sections of multiple-choice questions. After you finish a section, stop and check your work in that section only. Do not continue on to another section until you are told to do so.

“Read each question carefully. Choose the best answer from the four answer choices. (If you are not sure about the answer, please make the best guess you can.) After you choose an answer, fill in the circle that matches your choice for that question on your answer sheet.

“Mark only one answer for each question. No credit will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one. DO NOT make any stray marks on your answer sheet.

“If you do not know the answer to a question, continue on to the following questions and return to the unanswered question later. (Please attempt to answer all questions on this test.) If you skip a question, make sure that you leave the answer circle for that question blank on your answer sheet.

“You may use a calculator on this test. You will have a reference sheet to help you answer questions. You may do your work on scratch paper. Please make sure you have marked your answer on the answer sheet.

“If you finish early, you may go back within the section on which you are working and check your work.”

Are there any questions?



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Answer any procedural questions the students may have.

**SAY: Now turn to Section 2 in your test booklet. Read the directions, as I read them aloud.**

**“Choose the best answer for each multiple-choice question. Then mark your choice on your answer sheet. You may use a calculator to answer the questions.”**

**You may now begin Section 2 of the test.**

When the students begin working, walk around the room to make sure that they are answering all of the questions.

If your students seem to be looking to others for answers, remind them that they must work alone.

At the end of the testing session, give the following directions:

**SAY: This concludes the Utah Secondary Mathematics Core Criterion-Referenced Test. If you need additional time to complete the test, please tell me now. Place your answer document inside the front cover of your test booklet. Wait quietly in your seat while the tests are being collected.**

Collect the test booklets and answer sheets. Verify that all booklets and other materials have been collected. Keep all test materials in a secure location until Section 3 is administered.

**Utah Elementary Mathematics Test Administration Manual****TEST ADMINISTRATION: SESSION THREE**

Prior to beginning Section Three, be sure all student desks or tables are cleared of all non-testing materials. See that each student has a sharpened #2 pencil, an eraser, a calculator, scratch paper, and any additional supplies or materials specified for your specific subject area test (see page 4 for a list of supplies).

**IMPORTANT**

All directions following the word “SAY” are to be read aloud to students.

**SAY:** Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen.

Distribute the test booklets and answer sheets to the students.

**SAY:** Look at the test booklet and answer sheet I have just given you. Make sure the answer sheet has your name on it. Make certain the Form Number printed on the front cover of your test booklet matches the Form Number gridded on your answer sheet. If you do not have a test booklet or your correct answer sheet, please raise your hand.

Once students have their own materials, read the following overview of the test and general instructions.

**SAY:** Today you will be taking Section 3 of the Utah Secondary Mathematics Core Criterion-Referenced Test. This test is divided into three sections of multiple-choice questions. We have scheduled 45 minutes to complete each section. If you finish early, please sit quietly or read a book. If you need additional time, let me know at the end of the session, and more time will be provided.

You will receive a report showing how you performed on this test, so I encourage you to try your best to show what you know about mathematics.

You may use a calculator on this test.

You may use scratch paper to do your computations. DO NOT write in the test booklet.

If you need a new pencil during testing, raise your hand and I will bring one to you.

**SAY:** When you have found the answer to a question, fill in the correct circle on your answer sheet. Mark only one answer for each question.

Look at the front cover of the answer sheet. Read the “Important Directions for Marking Answers” section to yourself as I read it aloud. “Use a #2 black lead pencil only. Make heavy black marks that fill the circle completely. Erase clearly any answer you wish to change. Make no stray marks on this answer sheet. Do not mark in the USOE box, unless requested.”

Are there any questions about how or where to mark your answers on the answer sheet?

Answer any procedural questions the students may ask.

**SAY:** Open your test booklet to page 1. Read the general directions to yourself while I read them aloud.

“This test booklet has three sections of multiple-choice questions. After you finish a section, stop and check your work in that section only. Do not continue on to another section until you are told to do so.

“Read each question carefully. Choose the best answer from the four answer choices. (If you are not sure about the answer, please make the best guess you can.) After you choose an answer, fill in the circle that matches your choice for that question on your answer sheet.

“Mark only one answer for each question. No credit will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one. DO NOT make any stray marks on your answer sheet.

“If you do not know the answer to a question, continue on to the following questions and return to the unanswered question later. (Please attempt to answer all questions on this test.) If you skip a question, make sure that you leave the answer circle for that question blank on your answer sheet.

“You may use a calculator on this test. You will have a reference sheet to help you answer questions. You may do your work on scratch paper. Please make sure you have marked your answer on the answer sheet.

“If you finish early, you may go back within the section on which you are working and check your work.”

Are there any questions?

## Utah Elementary Mathematics Test Administration Manual

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Answer any procedural questions the students may have.

**SAY: Now turn to Section 3 in your test booklet. Read the directions, as I read them aloud.**

**“Choose the best answer for each multiple-choice question. Then mark your choice on your answer sheet. You may use a calculator to answer the questions.”**

**You may now begin Section 3 of the test.**

When the students begin working, walk around the room to make sure that they are answering all of the questions.

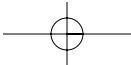
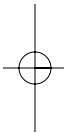
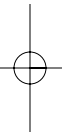
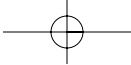
If your students seem to be looking to others for answers, remind them that they must work alone.

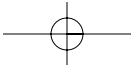
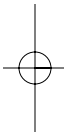
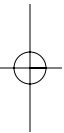
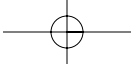
At the end of the testing session, give the following directions:

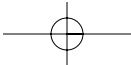
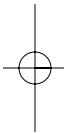
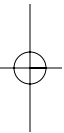
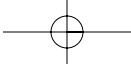
**SAY: This concludes the Utah Secondary Mathematics Core Criterion-Referenced Test. If you need additional time to complete the test, please tell me now. Place your answer document inside the front cover of your test booklet. Wait quietly in your seat while the tests are being collected.**

Collect the test booklets and answer sheets. Verify that all booklets and other materials have been collected. Keep all test materials in a secure location until Section 3 is administered.

Thank you for your help in administering the Utah Elementary Mathematics Core Criterion-Referenced Test. Your hard work, care, and organization will help ensure valid and fair results, as well as speed up the scoring process.









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